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17. ABSTRACT (MAX. 250 WORDS)

The comprehensive high school should provide a broad general education for all, with a phased curriculum centered on major, serviceable ideas. It should also provide vocational training and guidance. In a comprehensive district, it can truly individualize instruction.

Specific considerations on which the need for a comprehensive district are based included: The need of school youth to be introduced to the world of work as well as to the professions and culture; adults and out-of-school youths should be provided with the opportunity for general education as well as technical-vocational training; the total system should be flexible; large high schools should be required to afford diversified and well-balanced programs; school districts should be large enough to provide a sufficient tax base; a phased curriculum is more appropriate than a tracked curriculum; and special high schools should be designated to serve special needs.

A guidance center should be planned and developed where personnel would administer and coordinate the separate entities. It would serve secondary youth, drop-outs, adults returning to the labor force, and adults needing retraining . A schedule of basic studies in an extended day and evening program is also proposed, and technical courses would be included.

A system of chairs to be held by master teachers is proposed and the holders would constitute a District Academy of Instruction. Fellowships would be available to faculty members who have tenure status, and the holders would have the opportunity to teach in unique summer programs, to enroll in graduate school, to prepare classroom projects, and to draw a special stipend. Projects would be monitored by the Academy.

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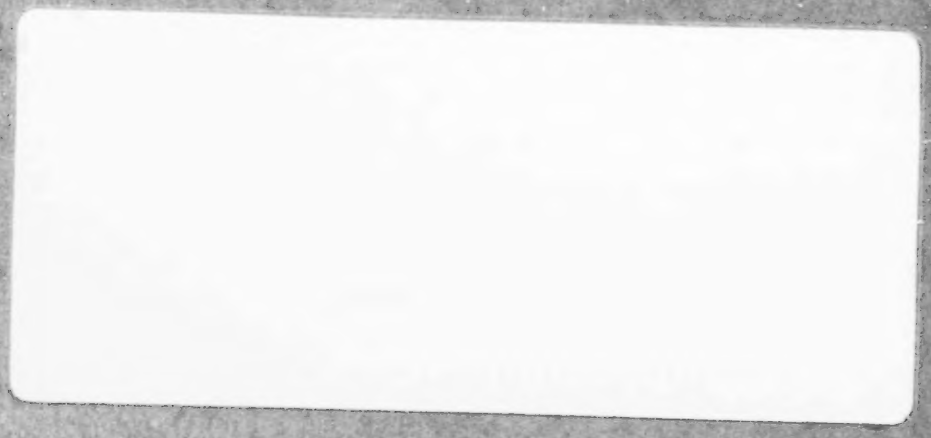

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TOWARD A COMPREHENSIVE DISTRICT

in a

"KNOW AND CARE" COMMUNITY

Leon M. Lessinger, Superintendent
San Mateo Union High School District

I. THE COMPREHENSIVE DISTRICT

Our Board of Trustees, reflecting the desires of the people we serve, have carefully spelled out our common goals. We are charged with the task of providing to all pupils an opportunity to acquire basic skills and information, to be intellectually curious, to think creatively, to live healthfully, to achieve self-discipline and economic efficiency and to understand the personal obligation of a democratic life - in short, to be fully-functioning educated individuals. Perhaps the most difficult facet of this grand design centers around employment for our youth. Three reasons support the placement of this problem at the top of a list: First, the change in job classifications; second, the growing flood of youth entering the labor pool; and, third, the upgrading of skills and training needed to take a first job.

Generations ago this country decided that the average millions should go to high schools and colleges. The consequences of that decision are at once our glory and our anguish. How are we to provide the "right education" for the average? The purpose of education as it is conceived in the United States is to encourage the ordinary and the average to develop into effective and responsible citizens, to become people who will act humanely as individuals and tolerantly as members of groups, to become parents who will find joy in themselves and their children. At the same time this education seeks to be flexible enough to provide scope for great intelligence and bright talents, to nurture leadership and to encourage the adventurous spirit.

The pendulum in education has moved slowly back and forth between so-called vocational and general education. Presently the popular view is becoming more critical of the lack of an occupationally oriented curriculum in our high schools. Many have forgotten that secondary education in its early form was designed to provide its students with the basis for culture and to prepare them to enter a profession or training for a profession; the goal was both cultural and vocational. With the passing of time and as more people came to attend high school, the goal became a dual one - college entrance for the college-bound student, and general education for the non-college-bound student. The former goal retained the reality of a combined cultural and vocational purpose; the latter lost sight of the vocational. High school offered general and cultural education to many who had never before had it, but it failed to lend reality and motive to the program in that it failed to prepare the student for job entry - his next step in life.

The omission was not noticed at first, nor was the seriousness of it understood and appreciated. The magic of high school graduation in itself provided some motivation, but beyond that, the desire to do a good quality of classroom work was not supported by an awareness of immediate purpose and the belief that the material being studied mattered very much. The vocational was not made a part of the educational program for the job-bound student.

The primary task of the comprehensive high school is to supply all youth with the basic knowledges and appreciations to be good American citizens and good human beings. The comprehensive school can supply the skills of communication, computation and habits of thought which are basic for vocational success; in a comprehensive school district, it can supply vocational skills. The comprehensive school can provide general guidance; in a comprehensive district, it can provide vocational guidance. The comprehensive school can

make a strong start toward individualizing instruction and meeting the specific needs of exceptional children; in a comprehensive district, it can truly individualize instruction.

The comprehensive high school is charged with providing a broad general education for all, with a phased curriculum centered on major, serviceable ideas. In a comprehensive district, the regular day school can be augmented to provide exploration, specialized guidance, liaison with community services and resources through coordination with a variety of allied and post-high school institutions. Figure 1, "Local Schools," illustrates the role of the comprehensive school. Figure 2, "The Comprehensive School in the Comprehensive School District," shows the units needed to augment the regular day school. Figure 3, "The District," indicates the support needed to service the comprehensive district. Figure 4, "The Comprehensive District: The Educational Wheel and Its Hub," describes the guidance or intelligence center of the comprehensive district with its bearing on services outside the district.

The relationship of the individual high school to the comprehensive school district is greatly similar to the relationship between an individual college and a university. A university is a collection of colleges: each college may offer specialized experiences not appropriate for all colleges to offer yet available to each student attending the university. A comprehensive school district is a collection of schools: each school may offer specialized and enriched experiences not appropriate for offering at every school yet available to each student attending the school district. If to this are added the campuses of nearby junior colleges, state colleges, universities, technical schools, industrial laboratories, business establishments, etc., then a total educational program becomes possible.

If all the elements of a total educational program were within walking distance of each other, there would be little difficulty grasping the concept of the comprehensive school district. Linkage via transportation and other arrangements should remove the obstacles to the achievement of this educational opportunity for all youth.

II. NEED FOR A COMPREHENSIVE DISTRICT

General Considerations:

1. The manpower requirements of our Nation have been and will be profoundly altered --

   a. increased demand and premium on skilled labor and craftsmanship,

   b. diminished need for unskilled labor,

   c. increased growth of occupations requiring more education and training.

   At the same time that many workers are out of work and that automation will cause further depletion of jobs, shortages of qualified workers exist and will continue to grow in scientific, engineering, teaching, health, and other professional and technical fields. Clerical, service and skilled occupations also require more manpower.

Figure 1: Local Schools

LOCAL SCHOOLS

INSTRUCTION

MAJOR STRANDS	DIVISION OF FOUR YEAR COLLEGES & UNIVERSITIES	DIVISION OF TECHNICAL & MANAGERIAL ARTS	DIVISION OF VOCATIONAL & SKILLED ARTS	DIVISION OF SPECIAL & REMEDIAL EDUCATION
ENGLISH				
MATHEMATICS				
SOCIAL SCIENCE				
SCIENCE				
FOREIGN LANGUAGE				
INDUSTRIAL ARTS				
HOMEMAKING				
FINE ARTS				
MUSIC				
BUSINESS EDUCATION				
PHYSICAL EDUCATION				
SAFETY EDUCATION				

COGNITIVE

AN ANALYSIS OF FACTORS INVOLVED IN THE LEARNING PROCESS

TYPES OF LEARNING	WHAT STUDENTS DO		WHAT TEACHERS DO		APPROPRIATE ORGANIZATION AND LOCATION			
	Activity	Tangible Outcomes	Activity	Tangible Outcomes	Methods Used by Teachers and Students	Materials Used by Teachers and Students	Times Used by Teachers and Students	Places Used by Teachers and Students
MASTERY OF SUBJECT MATTER	Respond Absorb Remember Rehearse Cover Recognize	Objective test results Complete program learning sequences	Direct Tell Lead Show Delineate Enlarge Examine	Objective tests Programmed materials	Lecture Drill Recitation Objective test Homework	Textbooks Programmed materials	Formal Regularized	Large group Classroom
COMPREHENSION	Explain Demonstrate Translate Extend Interpret	Short essays Objective test results	Demonstrate Listen Reflect Question Compare Contrast Examine	Objective test Essay tests	Objective test Essay test Recitation Socratic dialogue	Audio-visual materials Television Natural phenomena	Formal, Regularized	Classroom Typical group
APPLICATION	Solve novel problems Demonstrate use of knowledge Construct	Problem solving tests Construct equipment	Show Facilitate Observe Criticize		Laboratory Shop Homemaking center Stage Project Quiz Contests Field visit	Building materials Shop equipment Lab equipment	Informal Regularized	Laboratory Shop Field station Small group
ANALYSIS	Discuss Uncover Detail List Dissect	Experimental write-ups Precis Outlines	Probe Guide Observe Act as a resource		Seminar Discussion Group critique Independent study Precis writing	Books (non-texts)	Informal Irregular	Cubicle Laboratory Seminar room Home
SYNTHESIS	Discuss Generalize Relate Compare Contrast Abstract	Term papers Blueprints Sets of plans	Reflect Extend Analyze Evaluate	Reading lists Specialized questions	Term paper Essay Planning project Consultation Seminar Independent study	Collection of books	Formal Irregular	Library Home Seminar room Concert hall Museum Laboratory Small group
EVIDENCES OF EFFECTIVE LEARNING BY EVALUATING THE GROWTH IN QUALITY OF STUDENT PERFORMANCE (ACCORDING TO THE APTITUDE, POTENTIAL AND ABILITY OF EACH INDIVIDUAL)	Commit Judge Dispute	Critiques Essays Speeches Projects Performances (athletic, musical, artistic)	Acceptance Lay bare the criteria Harmonize	Debates "Global" problems Competitive essays Project constructions--shop Speech tournaments Structural ideas (Bruner)	Seminar Panel Outside lecturers Debates	Essays Journals	Informal Irregular	Seminar room "Coffee shop" Small group

CRITICAL AND CREATIVE THINKING

CONATIVE

PSYCHOMOTOR

STAFF & STUDENT SERVICES
GUIDANCE
DISCIPLINE
INFORMATION RETRIEVAL
HEALTH
TEACHER AIDES
EXTRA-CURRICULAR ACTIVITIES
COMMUNICATION
ATTENDANCE

CHOOLS

ONAL	DIVISION OF SPECIAL & REMEDIAL EDUCATION

PRIATE ORGANIZATION AND LOCATION		
Used by nd Students	Times Used by Teachers and Students	Places Used by Teachers and Students
d materials	Formal Regularized	Large group Classroom
sual ols on henomena	Formal, Regularized	Classroom Typical group
materials ipment oment	Informal Regularized	Laboratory Shop Field station Small group
n-texts)	Informal Irregular	Cubicle Laboratory Seminar room Home
on of	Formal Irregular	Library Home Seminar room Concert hall Museum Laboratory Small group
s	Informal Irregular	Seminar room "Coffee shop" Small group

YCHOMOTOR

STAFF & STUDENT SERVICES
GUIDANCE
DISCIPLINE
INFORMATION RETRIEVAL
HEALTH
TEACHER AIDES
EXTRA-CURRICULAR ACTIVITIES
COMMUNICATION
ATTENDANCE

BUSINESS SERVICES
CUSTODIAL
GROUNDS
REQUISITIONING RECEIVING & STORAGE
CAFETERIA
PLANT OPERATION
MAINTENANCE & REPAIR

Figure 2

THE COMPREHENSIVE SCHOOL IN THE COMPREHENSIVE SCHOOL DISTRICT

A TOTAL EDUCATIONAL PROGRAM

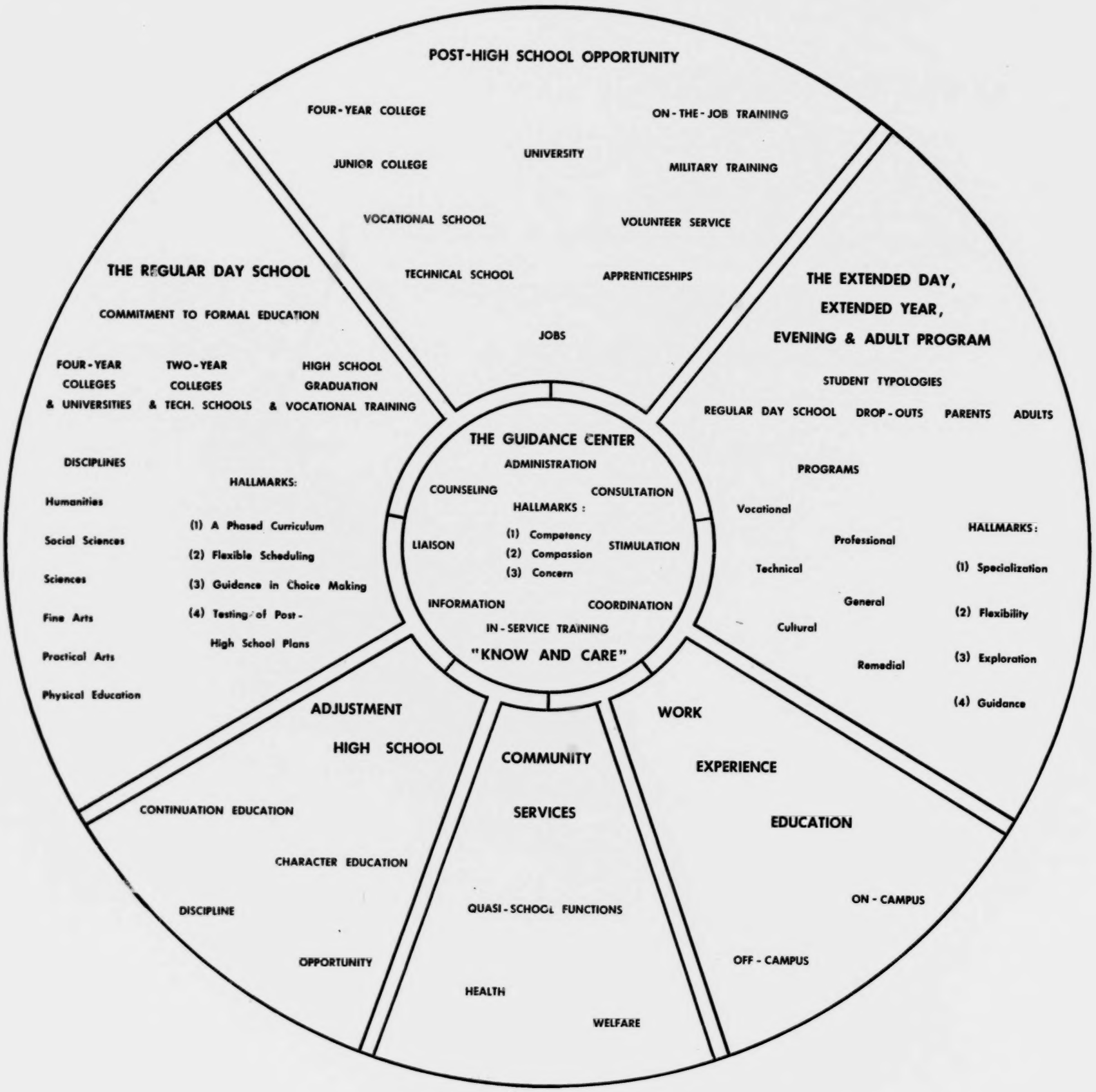


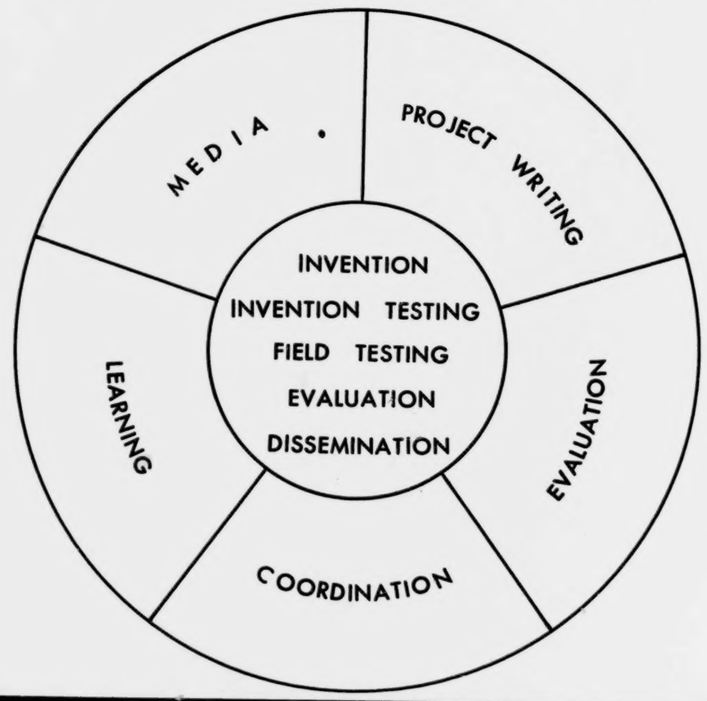
Figure 3: The District

DISTRICT

SUPPORT SERVICES

INSTRUCTION	STAFF SERVICES	BUSINESS SERVICES
ACADEMY OF INSTRUCTION	LIBRARY COUNCIL	CUSTODIAL COUNCIL
DEPARTMENT COUNCILS	GUIDANCE COUNCIL	GROUNDS COUNCIL
TASK FORCES	HEALTH COUNCIL	PURCHASING COUNCIL
PRINCIPALS' COUNCIL	VICE PRINCIPALS' COUNCIL	CAFETERIA COUNCIL
	INFORMATION	

RESEARCH, INNOVATION & IMPROVEMENT

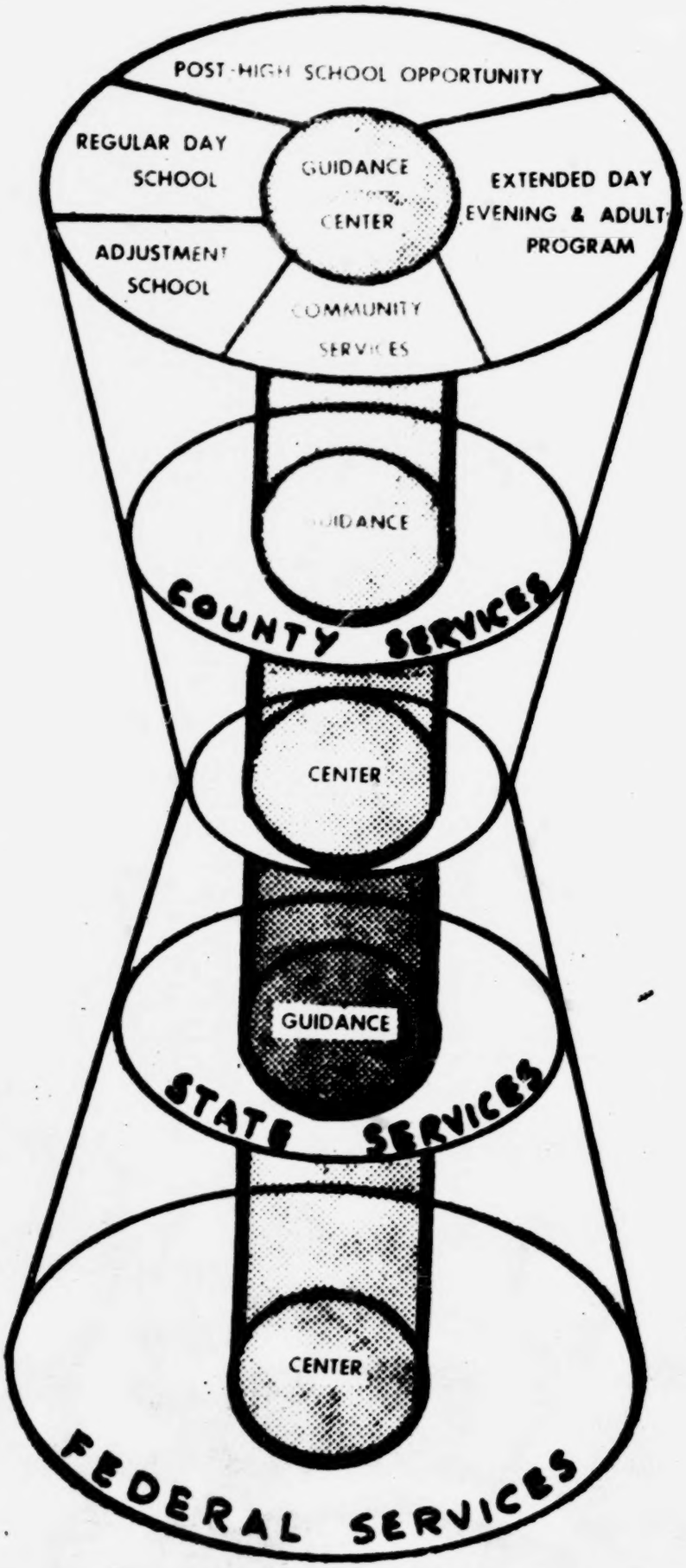


ADMINISTRATIVE SERVICES

- PERSONNEL
- EMPLOYER-EMPLOYEE RELATIONS
- SCHOOL-HOUSE PLANNING
- BUDGET
- PURCHASING-WAREHOUSING
- TRANSPORTATION
- QUALITY CONTROL
- DATA PROCESSING
- ACCOUNTING
- OPERATIONS & MAINTENANCE
- BOARD LIAISON
- PUBLIC INFORMATION SERVICES

Figure 4

The Comprehensive District: The Educational Wheel and Its Hub



2. There is a need for improved identification and communication of occupational trends and demands.

3. There is a compelling need for improvement in the education and training of technical and vocational manpower.

Specific Considerations:

1. Technical and vocational education should be treated as an integral part of a comprehensive education.

2. A comprehensive education means an introduction of school youth to the world of work along with an introduction to the world of the professions and of culture.

3. A comprehensive education should enable youth to move into their next role in life whether that be to attend college, junior college, a professional school, a vocational-technical school, an apprenticeship program, or to enter directly into employment. There must be no dead-end programs!

4. A comprehensive school system should provide adults and out-of-school youths the opportunity for general education as well as technical-vocational training or re-training while on the job.

5. A comprehensive school system should provide the facilities, the curricula, the teaching skills and the organizational knowledge required by husbanding its resources, creating new programs and making maximum use of its present patterns and resources.

6. The total system must be flexible to provide for a minimum of duplication of facilities and economic waste.

7. School districts must be large enough to supply a sufficient tax base and to provide adequate class enrollments. We meet these requirements.

8. Some cooperative ventures between large districts and community enterprises will be necessary to achieve total education.

9. Large high schools are required to afford both diversified and well-balanced programs.

10. It is misleading to call one program college prep and another non-college prep. There are a variety of patterns leading to colleges, as well as a variety of post-high school institutions at the collegiate level.

11. A phased curriculum is more appropriate than a tracked curriculum.

12. Each comprehensive high school should offer all of the programs needed except those for which the number of students is too limited or the specialized facilities and equipment required are too costly to justify doing so. These should be handled in the comprehensive district.

13. The designation of special high schools within the district to serve those programs that are not numerically or economically justified at all high schools is desirable.

14. There should be established a separately administered and financial program of adult day and evening classes to be carried on in connection with the technical-vocational program of the comprehensive schools.

15. There is an over-riding need for a guidance center to serve as a resource for assessment, screening, course placement and community liaison.

III. THE GUIDANCE CENTER: AN EDUCATIONAL RESOURCES CENTER

A total educational program is greatly valued and uncommonly necessary in our present complex society. In a total educational program the individual school is seen within the context of other elements of a comprehensive school district. The comprehensive school district can be represented as an old-fashioned wagon wheel whose spokes define the separate units of the system and whose hub illustrates the managerial, intelligence or guidance system which relates the units one to another. Figure 2, "The Comprehensive School in the Comprehensive School District," displays this wagon wheel analogy.

The elements of the comprehensive school district are seen to be the regular schools, the extension of these schools through plant and staff utilization after the regular school day, during the summer, community services, work experience, an adjustment high school and the post-high school opportunities for formal education and training.

At the hub stands the Guidance Center - a setting for personnel to administer and coordinate the separate entities into a smoothly functioning whole. This project proposes to plan and develop such a guidance center.

The slogan, "Know and Care," summarizes the role of the Guidance Center and sounds its promise to all the people served by the comprehensive school district. In a manner similar to the veterans' centers following World War II, the Guidance Center is to be a place where people can go with any educational problem to secure competent assistance, information and action.

In our increasingly organized, compartmentalized and impersonal agencies, we tend to classify people and problems, to institutionalize service and to set arbitrary rules and regulations. People not only have to qualify under rigid requirements before they can benefit from particular services and programs, but have difficulty knowing of the existence of services and programs.

The organizing of educational services and the complexity of educational resources must not isolate us from a sense of personal responsibility for persons in need. When a real person, regardless of age, with a real educational problem, regardless of nature, presents himself, we must know the solution, know where to find the solution and offer the help necessary to obtain the solution.

The Guidance Center will be a small group of trained and responsive people, linked by telephone and personal visitation to the total educational

community. In simple offices, men and women will interview, coordinate, plan and service. There will be a library manned by pupils with pertinent materials to be known as the John F. Kennedy Center (Jobs--Futures--Knowledge), where youth and adults may browse and learn. There will be a Herbert Clark Hoover Center (Humanity--Compassion--Happiness), where volunteers may render tutorial services. And there will be professional people who pride themselves on either knowing the answers or knowing where they can be found.

Through the Guidance Center the educational resources of the community, the county, the State and the Nation may be focused on the individual. Figure 4, "The Comprehensive District: The Educational Wheel and Its Hub," illustrates this concept. Our objective is no less than to do what we can for someone when the need is now, when the problem is presented.

Suppose a housewife wants to return to or enter the labor market after her children have grown, she may come to the Guidance Center for interviewing, testing, course planning and direction. Suppose a boy in his junior year wants to become a diesel driver, he may come to the Guidance Center to find out where he can get training and have someone help him make the right contact. Suppose a man needs job re-training, a skilled counselor will help him assess his strengths, direct him to sources of information about educational programs, and follow with him until he makes a start. Suppose a group of people need a particular program, someone in the Guidance Center will help design the program to operate on a campus or alert proper authorities to see that it is done.

With such a vision, an entire community can come to know and care. Each single unit or service, be it a regular school, an extended day and evening program, a community service, a county, state or federal program, cannot be effective without focus, coordination, management and concern. The Guidance Center can meet these pressing requirements.

XV. DETAILED CONSIDERATION OF THE GUIDANCE CENTER

The Guidance Center would operate jointly by the regular high school and the extended day and evening high school to minister to the following:

1. secondary youth,
2. dropouts,
3. adults returning to the labor force,
4. adults needing re-training.

The Center would:

1. coordinate community agencies and resources,
2. coordinate state and federal agencies,
3. unify vocational guidance and instruction,
4. serve as a clearinghouse for materials,
5. serve as a counseling resource,
6. serve as a referral resource,
7. serve as an advisement center for educational placement,
8. develop educational innovations.

There is evidence to support the need for the following brief listing of responsibilities:

1. Elementary Pupils

   a. Vocational information geared to their level in the form of books, pamphlets and audio-visual aids.

   b. Lists of occupational tours and speakers for use of elementary teachers.

   c. Specialized counseling for pupils who have special talents or handicaps requiring early career planning.

   d. Dropout prevention activities, both in general and by working with identified potential dropouts.

   e. In-service work with teachers to help them integrate motivational materials of a vocational nature into the curriculum.

2. Secondary Pupils

   a. Systematic and concentrated attention to the potential dropout. Prevention is the essence of this service and far more than counseling would be involved on this level.

   b. Work with those who have already dropped out. This might involve assisting them to enter other schools or to get other training. It might require finding suitable employment for them in the community on a work-study basis. Keeping the educational door open for these young people is essential. Many will become ready and even eager for more training when they find themselves unable to find work or jobs they can get prove unsatisfactory and unrewarding.

   c. Provision of occupational films, tapes, printed materials and aids for use by all schools or at the Center. This is the most economical use of expensive aids, rather than for each school to attempt to acquire and maintain a complete library. It will also insure that out-of-date items are eliminated and up-to-date items are acquired.

   d. The scheduling of field trips, panel discussions and speakers when required. This would insure that business and industrial people willing to spend time in these efforts would have the maximum impact. At present their time is sometimes wasted on the wrong people or spent on a few individuals when hundreds are in need of the same information.

   e. Counseling specialists on the staff of the high schools and district will serve part time in the Center. This will insure close coordination with the school's activities and problems and keep the Center from becoming a remote advisory body. Staff will be working with adult problems while in the Center, which

will serve to keep them in close contact with the community into which their pupils will graduate. Staff will assist classroom teachers with vocational units, provide counselors with current labor market information, hold group vocational counseling sessions, and serve as a vocational consultant to the school. They will encourage the growth of occupational interest groups in the student body and hold vocationally oriented meetings with parents.

f. They will work with the community in making referrals for both part-time and full-time jobs.

g. They will help terminal students acquire the techniques for acquiring a successful job after graduation. This would necessitate group guidance on the senior level.

3. Adults of the Community

a. The unemployed adult might come to the Center of his own accord or be referred by an agency. While not a placement service, the Center might be aware of job opportunities to which the attention of the applicant could be called.

The guidance counselor would, in any case, confer with the applicant, diagnose the problem (by himself or with help) and suggest necessary remedies such as attendance at a job clinic or vocational guidance class, re-training or brush-up, testing of skills or aptitudes, the learning of new skills, further education, etc.

If the unemployability of the individual was caused by factors not within the scope of the Center, referral would be made to other agencies able to help, such as Family Service, Welfare, etc. Many people in need of such services are unaware of where or how to find them and become too discouraged to try.

b. The under-employed adult or the adult who feels his aptitudes or interests lie outside his present work should have an opportunity to assess his potential for other employment. The economic advantage to a community of guiding individuals into jobs for which they are best suited is high.

The Guidance Center must have not only the ability to advise and direct adults into profitable job areas, but also to do something in those cases where emergencies exist.

The Center would be kept open in the late afternoon and evening for individual counseling, referral and liaison.

V. A PROPOSAL FOR A COMMUNITY GUIDANCE CENTER AND AN EXTENDED DAY AND EVENING PROGRAM

Developmental Plans

Phase 1: A survey of the educational services required in a comprehensive school district.

Phase 2: Establishment of a Guidance Center and inauguration of a schedule of basic studies in an extended day and evening program.

Phase 3: Quality control and educational innovation.

Phase 4: Provision of a complete extended day and evening program offering courses leading to the elementary certificate and the high school diploma.

Phase 5: Expansion of the program to include needed technical and vocational training courses.

(Note: This proposal includes Phases 1, 2 and 3)

Objectives

Phase 1:

The Guidance Center and the extended day and evening program will be community service innovations. In order to develop the program, the district needs facts and figures: the educational requirements of people in the community who do not have high school diplomas and salable skills, the vocational training needed for present and future job opportunities, the subject areas in which courses should be offered, and a fairly firm estimate of the staff that will be needed. This information will be secured through public surveys and through publicity about the proposed program.

The research technician who conducts the survey will work with the Assistant Superintendent in Charge of Instruction and Curriculum and with the principal of the extended day and evening program to develop recommendations for the inauguration and expansion of the program.

Phase 2:

On the basis of the results of Phase 1, the Guidance Center and the extended day and evening program will be developed and organized. This planning will result in the establishment of a program of courses leading to the elementary certificate and the high school diploma. During the first semester of the school year, planning will continue and will be focused on extension of the program to include more elective courses and vocational training classes.

Approximately 400 adults are now being counseled by the district; courses leading to the high school diploma are offered by the College

of San Mateo. English for the Foreign Speaking classes registered 368 this year. Emphasis for the first year of the expanded program will be in three areas:

a. Courses required for the elementary certificate or the high school diploma.

b. Citizenship courses.

c. Elective courses needed for the high school diploma.

Sequence of Development, Phases 1 and 2

1. Selection of personnel to conduct survey of needs, develop necessary plans, and assume responsibility for continuation of existing extended day and evening program:

   a. Principal
   b. Counselor
   c. Research Technician
   d. Clerical personnel

2. Survey of educational services required in the comprehensive district. The Guidance Center and the extended day and evening program are to serve the people of the community - the regular day students, the dropouts, the parents and other adults.

3. Establishment of policies; i.e., the broad principles which will guide the activities of the Guidance Center and of the extended day and evening program.

4. Establishment of objectives; i.e., the work to be done and the levels of performance to be achieved.

5. Preparation of plans to meet these objectives.

6. Development of the organization necessary to carry out these plans.

7. Selection and training of staff.

8. Preparation and distribution of information about the Guidance Center and its services, and the course offerings of the extended day and evening program.

9. Inauguration of guidance services, and expansion of the extended day and evening program.

10. Review of results as measured against goals, and determination of action to be taken on the differences.

Budget

Phase 1:

Research technician - 5 months	$ 5,400.00	
Clerical help - 5 months	2,200.00	$ 7,600.00

Phase 2:

Principal	$18,000.00	
Head of Guidance and Counseling	13,000.00	
Additional Counseling time	200.00	
Teachers	27,000.00	
Principal's secretary	6,500.00	
Counselor's secretary, January 1-June 30, 1966	2,500.00	
Vocational Information Library	1,500.00	
Office Furniture and Equipment	2,500.00	
Supplies	1,500.00	72,700.00
Total, Phases 1 and 2		$80,300.00

Expenditures for operation of plant, maintenance of equipment, and fixed charges: (To be determined)

Phase 3: Quality Control and Educational Innovation

One of the significant elements in the Guidance Center has to do with the development of improved educational programs within the comprehensive school district. There are five essential functions which must be performed:

1. The management of district resources.
2. The identification of gaps in the current program. These gaps will be uncovered by an analysis of the teacher, student and community contacts which come to the center.
3. The identification of weaknesses in courses, methodology, materials and teacher competency.
4. The identification of organizational deficiencies to achieve solutions to gaps and weaknesses.
5. The identification of support deficiencies and needs from the community and staff.

To perform these essential functions a Quality Control unit is needed. This unit will consist of master teachers who are the holders of "chairs."

VI. THE CONCEPT OF "CHAIRS"

Among the faculties within the district are men and women with marked potential for leadership. These are the master teachers; teachers who can

lead by example, by conversation, by inspiration. In our present setting, their influence is confined to one department or, at most, one school. Past and current practice is to provide only one road to general leadership: administration. The great teacher may be only an average administrator or may not wish to enter administration. Again, it seems futile to support a program which rewards great teaching and high leadership potential by removing the teacher from teaching. How, then, solve such a dilemma?

We propose the establishment of a system of chairs to be held by master teachers. Thus there would be a chair in English, a chair in science, a chair in music, a chair in industrial arts, etc. These chairs would be given suitable names by the appropriate district councils; e.g., the John Milton Chair in English, the Enrico Fermi Chair in Science, the Aaron Copeland Chair in Music, etc.

Master teachers to hold appropriate chairs would be selected by the Board of Trustees upon recommendation by the appropriate district councils and the superintendent. All staff would be eligible to complete an appropriate application and interview procedure.

Chairs would be held for a period not to exceed three years with an annual renewal by the Board of Trustees upon certification of excellent performance by the superintendent.

Upon assumption of a chair, a master teacher would be assigned a fully credentialed beginning teacher. The master teacher would become a teacher-executive, training his assistant while, at the same time, having the freedom to circulate throughout the school and district to provide leadership in his discipline. Appropriate monetary recognition would be provided.

If such a program fulfilled the promise, it is conceivable that students and aides might also be assigned for training by the teacher-executive.

This program might provide a framework for teacher orientation and professional upgrading of inexperienced teaching personnel coming into the district.

Holders of chairs would constitute a District Academy.

VII. DISTRICT ACADEMY

The creation of a district Academy of Instruction would furnish the faculty of the several schools comprising the San Mateo Union High School District its own formal body specifically concerned with instruction.

The establishment of such a body is a natural step in the harnessing of the strengths and competencies of our outstanding faculties. In no realm perhaps are Americans so assailed with doubts as in that of education. A society of learned men and women banded together to pursue a bold and aggressive insistence upon excellence in instruction would enhance the district's educational progress in ways exciting to conjecture, thus more completely fulfilling the district's responsibility to the education of its youth.

There are many vitally needed functions the Academy might fulfill, including: help in setting priorities among valuable projects developed by individual teachers, departments, schools and district councils; help in the planning and conduct of in-service training; help in planning curricular revision; help in the promotion and regulation of extracurricular activities; and help in selecting district Fellows and related duties.

The Academy would develop its own constitution, by-laws and method of operation. The Academy would keep the state of our educational programs under survey, and would make recommendations in regard to programs both local and other which would encourage needed development. The Academy would want to give consideration to various larger responsibilities involving such issues as the intellectual climate of the schools, reinforcement of scholarship in the community and a host of like possibilities.

The Academy would serve to monitor the work of District Fellows as they developed new programs.

VIII. DISTRICT FELLOWSHIP PROGRAM

THE SUPERINTENDENT'S MESSAGE

The educational community which forms the San Mateo Union High School District will be richer and more productive if it permits and encourages the exceptional and original faculty member to pursue his bent. One effective way of encouragement is the award of fellowships to qualified faculty members.

The seeking of fellowships by interested faculty members on a purely voluntary basis is well established in the district. We have John Hay Fellows and Shell Merit Fellows, to name but two. The fundamental problem confronting us all is recruiting, inspiring and retaining able faculty members. A fellowship program will reward able faculty, enhance the drawing of excellent personnel into the district and allow avenues for superior leadership from among the faculty.

All faculty members who have tenure status in the district, have a master's degree, promise a commitment to full service (including summers), successfully complete an application for fellowship status, are recommended by a Commission on District Fellows and appointed by the Board of Trustees shall be granted a District Fellowship. Fellowships are renewable for a period not to exceed four years. Fellows who do not wish to continue as such shall be free to withdraw from the program.

The rewards of fellowship status shall include summer opportunities

1. to teach unique district summer school programs developed by the fellow,
2. to enroll in a graduate school or work with outstanding scholars brought in by the district to develop projects for improvement of instruction in the district,
3. to prepare classroom projects,
4. to draw a special stipend.

In addition to summer opportunities, District Fellows shall be given an opportunity to serve in an advisory capacity as holders of special "chairs."

A group of learned men and women pursuing self-developed projects of educational excellence would enhance the district's progress in ways exciting to conjecture.

I acknowledge the counsel and support of many members of the faculty, the administration, the community and the Board of Trustees for this development. I am hopeful that the great majority of the faculty will see in this program an orderly way to begin an expanding program of the fuller professionalization of the teaching field and will deem this development timely and advisable.

Leon M. Lessinger

Leon M. Lessinger
Superintendent

THE COMMISSION ON DISTRICT FELLOWS

Composition

1. One member from each high school elected at large (principals excluded).
2. Three members from the community selected by the Board of Trustees.
3. One principal elected by the principals.
4. One district administrator selected by the superintendent.

Members shall be elected for four-year terms.

Appointed members shall serve on a yearly basis with possibilities for reappointment.

Terms of elected members shall be staggered such that an election is necessary every two years.

RULES FOR DISTRICT FELLOWS

1. The program shall be considered experimental for the first two years. During the second year, six additional fellows shall be appointed, making a total of nine. If the evaluation of the program is favorable, the number of fellows each year shall be increased by six until a maximum of twenty-four fellowships is given.

2. The basis for selection of qualified candidates shall be the quality of the project proposed, the candidate's possibility of achieving his goals and the potential for good represented by the project.

3. The applicants will be considered by a thorough process which includes personal interviews.

4. The District Fellows will be designated by the Board of Trustees. The final recommendations to the Board will be made by a Commission on District Fellows.

5. The fellowship will be granted for a period of one year and may be renewed annually for three additional years on recommendation of the superintendent and approval by the Board of Trustees.

6. The Fellows' stipends will consist of a flat grant of $_____

7. Applications must be in the superintendent's office by January 1. The Fellows will be announced at a Board meeting in March.

8. All inquiries and requests for application blanks should be addressed to the office of the superintendent.

FELLOWS OF THE SAN MATEO UNION HIGH SCHOOL DISTRICT

APPLICATION

District Fellows will be selected annually by the Board of Trustees from among a group of outstanding faculty members recommended to them by the Commission on District Fellows.

Eligibility Requirements

Faculty members to be recommended by the Commission on District Fellows must be:

1. Tenured teachers in the San Mateo Union High School District.
2. Holders of a master's degree from an accredited college or university.
3. Willing to serve the district on an eleven-month contract.

How to Apply

1. Complete the application form, including a description of the fellowship proposal, and return to the superintendent's office.
2. Make sure your district personnel folder includes transcripts of all college and university work. Your application cannot be processed until these are available.
3. Attach to your application any additional supporting data which are appropriate.

Selection

The principal stages in selection are as follows:

1. Review of application. Candidates not meeting minimum requirements will be eliminated from further consideration and so notified.
2. Competitive screening of applications and supporting data.
3. Selection of finalists by the Commission on District Fellows.
4. Meeting and interviewing of finalists by the Commission on District Fellows.
5. Recommendation of the Commission to the superintendent.

6. Selection by the Board of Trustees of the Fellows according to the following time table:

School Year 1965-66	--	3 Fellows
School Year 1966-67	--	9 Fellows
School Year 1967-68	--	15 Fellows
School Year 1968-69	--	21 Fellows
School Year 1969-70	--	24 Fellows
School Year 1970-	--	24 Fellows

7. Candidates eliminated will be notified during each stage of the selection process.

Stipends

Fellows will receive payment in the form of a stipend provided by the Board of Trustees in the amount of $_____ per fellowship year, payable in two equal installments on July 31 and August 31.

How to Complete this Application

It is important that you answer the questions on your application fully and accurately; failure to do so may delay or prevent its consideration. In filling in the blanks provided, please use a typewriter.

Deadline for Filing Applications

All applications must be in the superintendent's office no later than January 1 of the current school year.

Fellowship proposals and participation from the entire faculty will be made possible through the use of the educational machinery described below.

IX. A PIECE OF MACHINERY TO HARNESS FACULTY PARTICIPATION IN EDUCATIONAL IMPROVEMENT AND INNOVATION

Every human association depends on the individual - on his skills and on his acceptance of responsibilities to conduct organizational affairs with effectiveness. The strength of this school district is the accomplishment of its entire citizenry. We bring into play the full potential of all - whatever their specific role - when we create an atmosphere and the requisite administrative structures which stimulate uncommon effort.

We all recognize that the district has grown increasingly more complex. Some faculty members can recall the time when one man and a secretary handled all the business of the district. Without doubt, complexity hinders recognition of individual contribution. But there are ways to utilize bigness to enhance individual dignity.

In studies of organizations which seem to be successful in liberating the talent on their staffs, two cardinal principles have been noted:

1. An enterprise will succeed only to the extent that all individuals associated with it can be encouraged to exercise their highest talents in their own particular way.
2. There must be provision of maximum incentives for achievement.

The responsibility of administration in this district is to provide such conditions as will inspire among as large a group as possible the unusual, rather than the perfunctory, effort.

Projects will be developed and transmitted as follows:

1.00 What is a project?

For our purposes, a project is defined as any undertaking, proposition or plan which alters, departs from or deviates from usual practice and involves for its execution changes or additions in district funding, staffing, Board policy or district administrative regulations.

2.00 Who may submit projects?

Projects may be submitted by

2.10 Individuals
2.20 Departments
2.30 Schools
2.40 District Councils
2.50 Task Forces
2.60 Other (by permission of superintendent)

3.00 How is a project created?

Projects begin as plans, hopes or suggestions. There may be an informal period of incubation in which anyone on the faculty or from without the faculty is consulted. When the idea is ripe and a project is ready to be developed, a simple set of questions are answered to facilitate reaction, quality control and subsequent action.

4.00 What consultative services are available in the district in the germination stage of a project?

All sectors of the faculty are available for consultative purposes. Administrators and teachers should be tapped for reactions, ideas and suggestions. The superintendent and the district staff may be used as a resource.

5.00 What format should be followed in preparing a project?

The following questions should be answered:

5.10 Title of project
5.20 Description of project
5.30 Why project is valuable
5.40 Cost estimates

5.41 Personnel
5.42 Materials
5.43 Other (specify)

5.50 Project developed by_____
5.60 What prompted the development of the project? (e.g., NDEA, Vocational Education, etc.)

5.70 A cover sheet should be attached to the project, giving the following identification data:

5.71 Code (see next section)
5.72 Individual or group submitting project
5.73 Date of transmittal

6.00 What is meant by "Code" in the identification section?

We are concerned with projects over the full range of district activity. A large "war map" has been constructed, based on the following model, to locate foci of activity and to note areas where activity is absent:

THE CODE

Strands	Student Groups				
	1. Division of Four-Year Colleges & Universities	2. Division of Technical & Managerial Arts	3. Division of Vocational & Skilled Arts	4. Division of Special & Remedial Education	5. Combinations
A. English					
B. Mathematics					
C. Social Science					
D. Science					
E. Foreign Language					
F. Industrial Arts					
G. Homemaking					
H. Fine Arts					
I. Music					
J. Business Education					
K. Physical Education					
L. Safety Education					
M. Guidance					
N. Discipline					
O. Information Retrieval					
P. Health					
Q. Teacher Aides					
R. Extracurricular Activities					
S. Communication					
T. Attendance					
U. Finance					

Examples: A project in the area of English for students terminating formal education at the end of high school would be listed as A-3.

A project for the library involving all students would be listed as 0-5.

7.00 How many copies of the project should be prepared?

It will be necessary to secure 16 copies of the project to enable the Operations Council to read the material. (The Operations Council consists of the superintendent, the two assistant superintendents, the director of personnel, the district coordinator of guidance services and the seven principals.)

8.00 To whom is project sent?

The project (all copies) should be sent to the assistant superintendent of instruction.

9.00 What will happen after the project has been received?

The assistant superintendent of instruction will send copies to appropriate individuals for endorsements. In general, sources of endorsement are principals, department heads and district councils, as appropriate.

The assistant superintendent of instruction will notify (in writing) the originator of a project of the individuals or groups whose endorsement was requested.

Following receipt of endorsements by the assistant superintendent of instruction, the project will be submitted to the superintendent. The superintendent will contact the originator of the project in person or in writing concerning receipt of the project. Regardless of the nature of the endorsement, all projects will receive a complete review by the superintendent.

10.00 What is the nature of endorsement?

The following questions will be answered by individuals selected to endorse a particular project:

10.10 Evaluation of project
10.20 Priority (check one):
- 10.21 Urgent and excellent
- 10.22 Very valuable
- 10.23 Useful but not pressing
- 10.24 Low Priority

10.30 Suggestions for improvement (if any)
10.40 Name of evaluator
10.50 Position (if organization represented)

11.00 Is there a deadline for transmittal of projects?

Yes. If projects are to become reality, they must be incorporated into the budget and they must pass the review of the Board of Trustees. The deadline for all projects is March 1.

12.00 Who decides what projects are to be supported?

Projects will be ordered into a system of priorities by the Operations Council and recommendations made to the superintendent. The superintendent will be guided by the recommendations of the Operations Council, but will and must maintain freedom of independent judgment. The superintendent will submit those projects he deems should be reviewed by the Board to the Board of Trustees for their review and judgment.

13.00 Will the faculty know what has become of the projects?

Yes. A list of the projects will be circulated, together with the order of priority established by the Operations Council and the order given by the superintendent. Projects and endorsements may be viewed by anyone on the faculty by simple contact with the assistant superintendent of instruction.

14.00 Will a project originator have an opportunity to "lobby" or promote a project?

Yes. At the time the superintendent acknowledges receipt of the project and the endorsements, formal or informal hearings may be established.

15.00 What is the final disposition of projects?

There are always more needs than resources; there are always priority assessments and orderings. Some projects will become reality; some projects will be deferred for action the following year; some projects will be returned.

X. EXAMPLE OF PROJECTS WHICH WOULD BE MONITORED BY THE DISTRICT ACADEMY

PROPOSAL FOR THE IMPROVEMENT OF THE EDUCATION OF AVERAGE PUPILS

The Problem

Basic improvements in the education of average high school students are sorely required. The lack of innovation in programs for average students stands in marked contrast to recent developments in teaching method, materials, use of time, use of space and updated curriculum content for college preparatory students. Teachers, counselors and administrators list the education of non-college preparatory students as the number one area of needed improvement in the comprehensive high school. This is not a new phenomenon. For historical, philosophical and sociological reasons, the college preparatory program has always enjoyed higher status and greater attention. What is new is the sense

of tragedy in the situation. Today, formal education stands directly between man and his ability to earn his bread. If the quality or appropriateness of any youth's formal education is poor, what might be a roadway to opportunity may remain a barrier.

Approximately one-fourth of the nation's labor force is employed in semi-professional and technical occupations -- the "middle manpower" occupations. The future will see an acceleration of this allocation of personnel. Middle manpower jobs are mainly in the following:

1. The technical occupations primarily concerned with the preparation of sketches, diagrams and drawings, such as design draftsman and engineering assistant.

2. Technical occupations primarily concerned with electrical and electronic circuits and the testing of electrical, electronic, electromechanical and hydromechanical devices and mechanisms such as computer laboratory technicians and systems testing laboratory technicians.

3. Technical occupations primarily concerned with the application of mechanical principles in solving problems such as aircraft stress analyst and computer systems engineering technician.

4. Technical occupations primarily concerned with the application of mechanical engineering principles in solving design development and modification problems such as testing laboratory technicians and frame test engineer.

5. Technical occupations primarily concerned with the application of natural and physical science principles to basic or applied research problems in such fields as business, medicine, metallurgy, chemistry and applied physics, such as ceramics analyst and X-ray laboratory assistant.

6. Technical occupations primarily concerned with the behavioral sciences, such as human factors analyst.

Underlying all the skilled and technical occupations lies a stable set of behaviors which can be taught, described and practiced. Instrumentation, materials testing, graphic arts, basic science, mathematics and technical writing are elements which permeate all the technical areas described above. These elements are strong in one given area and relatively weak in others, but always one general work method is present - the handling, processing, evaluating and reporting of collections of numbers, quantities, facts or records - in short, the handling and processing of data. It is this stable theme which can provide a framework for an optimal program for average youth.

Objectives to be Achieved

We desire to achieve truly comprehensive high schools within the San Mateo Union High School District. We seek funds to plan programs for students who can successfully master a two-year junior college or equivalent program when they leave high school and who are now largely lost somewhere between the

traditional college preparatory program and the general nondescript non-college preparatory program. To realize such a goal a bold, dramatic demonstration of alternatives to the traditional college preparatory program with equal status and equal possibility of continued post-high school education is required. We propose, therefore, to establish a human potentials laboratory, manned by students, to illustrate the qualities inherent in average youth and to demonstrate alternative routes to academic achievement.

A successful demonstration would materially enhance the probability of instituting a full four-year sequential program for average youth. Such a program would be fully articulated with the junior college and might take the following form:

I. Ninth Grade Technical Core (well-integrated instruction in the arts, English, sciences and technologies).

The world of work is in a constant state of flux, but the work method of technicians has not changed markedly. Young people would handle data from the real world, as well as from carefully contrived experiments representative of jobs and major job families, to gain familiarity and competence in the applied scientific method. They would encounter a large variety of experiments, thus actually experiencing some of the job behavior of a person in engineering, hospital technology, market analysis, mechanics, and the like. Properly implemented, the technical core would serve as a vehicle by which mathematics, science, English and social science would be mastered. Pupils involved in the technical core would not be denied opportunities in general education.

II. Tenth Grade Laboratory Program (specialized laboratories where students solve significant school problems).

Boys and girls would be assigned to specialized laboratories where they would use the knowledge learned in the technical core to solve actual problems of interest to the school. There might be two basic laboratories; a human potentials laboratory containing a physical fitness station and a human factors station, and a materials testing laboratory. For example, students from the physical education program might be brought into the physical fitness station, where student technicians would make those physiological tests which would expose physical fitness. In the human factors station, pupils might experiment with optimal ways for improving memory, study skills, and the like. In the materials testing lab, products to be purchased by the Board of Trustees might be subjected to analysis and suggestions rendered to the administration and Board about the desirability of purchase.

III. Eleventh Grade Work Experience Program (field try-out of skills and insights).

Pupils who have served in the specialized labs could be given an opportunity to gain work experience in actual laboratories and positions that exist in the community.

IV. Twelfth Grade Specialized Courses (further exploration and training in areas of discovered interest).

An elective program might be provided for pupils who wish more specialization in the behavioral sciences, social sciences, physical sciences, practical and fine arts.

If our objectives are realized, we would have developed a program for average youth which would prepare them for job entry if they wish to terminate formal education at the end of high school, or for junior college entry if they wish to continue formal education.

Budget - Phase 3

Chairs Required	Stipend (above salary)	Assistant Teacher	Total
English	$1,000	$7,500	$ 8,500
Mathematics	1,000	7,500	8,500
Science	1,000	7,500	8,500
History	1,000	7,500	8,500
Technical Education	1,000	7,500	8,500
Vocational Education	1,000	7,500	8,500
Basic Education	1,000	7,500	8,500
Guidance	1,000	7,500	8,500
TOTAL			$68,000